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ABSTRACT

These skill standards for the nursing cluster are intended to be a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. An introduction provides the Illinois perspective; Illinois Occupational Skill Standards and Credentialing Council requirements for occupational skill standards; sample format; occupational earnings and employment information; assumptions for these specific skill standards; and performance skill levels. The 81 skill standards are categorized into these 14 performance areas: communication; comfort, safety, and security of client/family/self; daily physical and comfort needs; basic physical care needs; nutritional needs; elimination; body mechanics; vital signs; accurate database; test management; surgical procedures; dressings; tissue oxygenation; and medication management. Components of each skill standard are performance area; skill standard, including conditions of performance, work to be performed, and performance criteria; performance elements; and performance assessment criteria, with a listing of required testing, certification, and/or licensing; product; and process. (YLB)

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ED 475 452

ILLINOIS

OCCUPATIONAL SKILL STANDARDS

NURSING CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS
NURSING CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS

NURSING CLUSTER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards
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A MESSAGE FROM THE ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally as well as the need to increase the skills and productivity of the frontline work force. The major purpose of skill standards is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. Skill standards products are being developed for a myriad of industries, occupational clusters and occupations. This document represents the collaborative effort of the Health & Social Services Subcouncil and the Nursing Standards Development Committee.

These skill standards will serve as a guide to work force preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor personnel.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for in-service and technical assistance in their implementation, are critical to our efforts to move forward and improve the documents.

Questions concerning this document may be directed to:

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We look forward to your comments.

Sincerely,

The members of the IOSSCC

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THE ILLINOIS PERSPECTIVE

The Occupational Skill Standards Act (PA 87-1210) established the nine-member Illinois Occupational Skill Standards and Credentialing Council (IOSSCC). Members of the IOSSCC represent business, industry and labor and are appointed by the Governor or State Superintendent of Education. The IOSSCC, working with the Illinois State Board of Education, the Illinois Community College Board, the Illinois Board of Higher Education, the Illinois Department of Employment Security and the Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

VISION

It is the vision of the IOSSCC to add value to Illinois' education and workforce development system by developing and supporting the implementation of a statewide system of industry defined and recognized skill standards and credentials for all major skilled occupations that provide strong employment and earnings opportunities.

The IOSSCC endorses occupational skill standards and credentialing systems for occupations that

- require basic workplace skills and technical training,
- provide a large number of jobs with either moderate or high earnings, and
- provide career advancement opportunities to related occupations with moderate or high earnings.

Subcouncils and Standards Development Committees

Under the direction of the IOSSCC, and in cooperation with industry organizations and associations, industry subcouncils have been formed to review, approve and promote occupational skill standards and credentialing systems. The industry subcouncils are: Agriculture and Natural Resources; Applied Science and Engineering;* Business and Administrative Services; Communications; Construction;* Education and Training Services;* Energy and Utilities; Financial Services; Health and Social Services; Hospitality; Legal and Protective Services;* Manufacturing; Marketing and Retail Trade and Transportation, Distribution and Logistics. (*Indicates subcouncils identified for future development.)

Standards development committees are composed of business, labor and education representatives who are experts in the related occupational cluster. They work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits

The intent of skill standards and credentialing systems is to promote investment in education and training and ensure that students and workers are trained to meet industry standards that are benchmarked to the state's major international competitors. Skill standards and credentialing systems have major benefits that impact students and workers, employers and educators in Illinois.

Student and Worker Benefits

- Help workers make better decisions about the training they need to advance their careers
- Allow workers to communicate more effectively to employers what they know and can do
- Improve long-term employability by helping workers move more easily among work roles
- Enable workers to help their children make effective academic and career and technical decisions

Employer Benefits

- Focus the investment in training and reduce training costs
- Boost quality and productivity and create a more flexible workforce
- Improve employee retention
- Improve supplier performance
- Enlarge the pool of skilled workers

Educator Benefits

- Keep abreast of a rapidly changing workplace
- Contribute to curriculum and program development
- Provide students with better career advice
- Strengthen the relationship between schools and local businesses
- Communicate with parents because educators have up-to-date information about industry needs

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The IOSSCC is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Illinois Learning Standards and the Illinois Occupational Skill Standards.

IOSSCC Requirements for Occupational Skill Standards

Illinois Occupational Skill Standards define what an individual should know and the expected level of performance required in an occupational setting. The standards focus on the most critical work performances for an occupation or occupational area.

Endorsed Occupations

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster that meets the criteria for IOSSCC endorsement, including economic development, earnings potential and job outlook;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois; and
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Recognized Occupations

Occupations that do not meet the earnings criteria for IOSSCC endorsement but are part of an occupational cluster that is being developed may be presented for recognition by the IOSSCC. IOSSCC members encourage individuals to pursue occupational opportunities identified as endorsed occupations. Examples of occupations that do not meet the endorsement criteria, but have been recognized by the IOSSCC are Certified Nurse Assistant and Physical Therapy Aide.

Skill Standards Components

Illinois Occupational Skill Standards must contain the following components:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements
- Performance Assessment Criteria

The IOSSCC further identified three components (*Conditions of Performance, Work to be Performed and Performance Criteria)* of the Skill Standard component as critical work functions for an occupation or industry/occupational area. The sample format for Illinois Occupational Skill Standards on the following page provides a description of each component of an occupational skill standard.

The sample format also illustrates the coding at the top of each page identifying the state, fiscal year in which standards were endorsed, subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Nursing Cluster, which has been developed by the Health and Social Services Subcouncil, would carry the following coding: IL.03.HSS.NU.25.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL.FY.SUBCOUNCIL. CLUSTER. STANDARD NO.

PERFORMANCE AREA

SKILL STANDARD

CONDITIONS OF PERFORMANCE

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

WORK TO BE PERFORMED

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

PERFORMANCE CRITERIA

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g., accuracy levels, appearance, results, etc.) and process or procedure requirements (e.g., safety requirements, time requirements, etc.).

PERFORMANCE ELEMENTS

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

PERFORMANCE ASSESSMENT CRITERIA

Listing of required testing, certification and/or licensing.

Product and process used to evaluate the performance of the standard.

PRODUCT

Description of the product resulting from the performance of the skill standard.

PROCESS

Listing of steps from the Performance Elements which must be performed or the required order or performance for meeting the standard.

I. Developmental Process and Occupational Definitions

A. Developmental Process

The Health and Social Services Subcouncil recommended the Nursing Cluster Skill Standards be reviewed and revised based on changes to the labor market information, to the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) format for skill standards and general changes in the health care industry. The nursing career cluster meets criteria established by the IOSSCC for performance skill standard development including education and training requirements, employment opportunities, earnings potential and career opportunities. A product developer knowledgeable about the field of nursing began the process of skill review by revising existing skills and adding new skills to the nursing skill standards draft. Once the draft of skill standards was prepared, a standards development committee (SDC) of nurses (RN's and LPN's) and CNA's reviewed the draft at a series of SDC meetings. The draft identifies skills most frequently encountered in the workplace.

The subcouncil recommended that the final skill standards product be presented to the IOSSCC. The IOSSCC reviewed the skill standards and met with the product development team. Based on the review, the IOSSCC voted to endorse the nursing skill standards, recognizing the occupation of Certified Nurse Assistant.

1. Resources

Job descriptions and expected entry level skills were obtained from employment and educational institutions. Illinois Nurse Practice Act and state agency expectations for certification were reviewed and incorporated into the definition of the applicable job designations.

2. Standards Development Committee

The SDC was composed of nurses (RN's and LPN's) and CNA's from a variety of fields including direct care (hospital, long-term care facility, home health care facility, etc.), education, administration, and state agency and advocacy groups. The framework, initial outline, matrix and draft skill standards were presented to the standards development committee for review, revision, adjustment and validation. Additional skill standard statements with performance elements and assessment criteria were developed in accordance with the direction established by the IOSSCC and were presented to the standards development committee for review and revision. The SDC approved the final document and forwarded it to the Health and Social Services Subcouncil for consideration.

B. Occupational Definitions

Nursing personnel are engaged in the service of providing care for individuals. The provision of care is carried out in a variety of roles and functions. The most common set of definitions are those used in designing the set of skill standards. Individuals seeking employment in the nursing profession must also complete all requirements of a criminal background check.

1. A certified nurse assistant (CNA) is an individual who performs nursing tasks or personal care to clients in a variety of settings. The CNA communicates information to licensed practical nurses (LPN's) and/or registered professional nurses (RN's) and are supervised by RN's. To function as a CNA, these individuals must meet requirements of the Illinois Department of Public Health and be certified for nurse assistant practice in the state of Illinois.

2. A licensed practical nurse (LPN) is an individual who delivers direct nursing care to clients in a variety of facilities and settings as delegated by an RN. Clients being served may be at any point on the health care continuum. Responsibilities include assisting the RN in activities involved in developing a plan of care for these clients. Functions associated with care plan implementation are dependent upon the employer and the LPN's competency, education and experience but may also include administering medications and treatments, performing skilled technical procedures and providing direct nursing care for clients. LPN's work under the supervision of RN's, physicians, dentists, podiatrists or other health care professionals as determined by the Illinois Department of Professional Regulation. To function as an LPN, individuals must meet the requirements of the Illinois Department of Professional Regulation and be licensed for licensed practical nurse practice in the state of Illinois.

3. Registered professional nurses (RN's) work to promote health, prevent disease and help patients cope with illness. They are advocates and health educators for patients, families and communities. When providing direct client care, they observe, assess and record symptoms, reactions, and progress; assist with treatments and examinations; administer medications and support the promotion, maintenance and restoration of health. RN's develop and manage nursing care plans; instruct clients and significant others in proper care and evaluate the results of nursing care. Daily job responsibilities are usually determined by the employing institution. To function as an RN an individual must meet the requirements of the Illinois Department of Professional Regulation and be licensed for professional nursing practice in the state of Illinois.

II. Employment and Earnings Opportunities

A. Education and Training Requirements

Certified Nursing Assistant (CNA) - Individuals are required to attend an approved program of instruction and successfully pass a performance skill test of the legislated, prescribed skills as well as a state administered written exam. Individuals must also qualify for employment by fulfilling all the requirements of a criminal background check (SB 358).

Licensed Practical Nurse (LPN) - Individuals are required to complete a one-year approved program of instruction and pass a licensing exam (NCLEX PN). Individuals must apply to and meet the requirements of the Illinois Department of Professional Regulation in order to be licensed for licensed practical nurse practice in the state of Illinois. Individuals must also qualify for employment by fulfilling all the requirements of a criminal background check (SB358).

Registered Professional Nurse (RN) - Individuals are required to attend a state approved program for two years (Associate Degree –ADN), three years (Diploma Nurse – RN) or four years (Baccalaureate Nurse – BSN). All three programs of instruction prepare the learner to successfully pass a written licensing exam (NCLEX RN). Individuals must apply to and meet the requirements of the Illinois Department of Professional Regulation in order to be licensed for professional nursing practice in the state of Illinois. Individuals must also qualify for employment by fulfilling all the requirements of a criminal background check.

B. Employment Opportunities

Certified Nursing Assistants (CNA) - The employment growth rate and demand for nursing assistants is expected to be very favorable. Much of the expected growth can be attributed to the expansion of rehabilitation and long-term care facilities and programs designed to meet the needs of the nation's increasing elderly population. Trends to discharge patients from hospitals as soon as possible produce more long-term care admissions. Medical technology, by saving and extending lives, will increase the need for long-term care. Additional opportunities may also arise as more duties are delegated to nursing assistants.

Licensed Practical Nurse (LPN) - Employment of licensed practical nurses is expected to grow faster than average, especially to meet the long-term care needs of a growing elderly population and to meet the general growth of health care. The expansion of alternative services such as walk-in centers and clinics will greatly affect the number of LPN's career opportunities. Job prospects should be good, especially in long-term care facilities, home health agencies, outpatient settings and in replacing those persons who are leaving active practice.

Registered Professional Nurse (RN) - Job opportunities for RN's are expected to be very good. Job openings will result from the diverse areas in which RN's function as well as the need to replace those RN's who are retiring or leaving the active work force. Faster than average growth in job opportunities will be driven by technological advances in patient care and an increasing emphasis on preventive care. Additionally, the number of older people with increased need for care is projected to grow rapidly. Employment in hospitals is expected to grow more slowly than in other health care sectors. Opportunities in home health care are expected to grow rapidly with increasing numbers of positions available in long-term care. Increasingly sophisticated procedures, which were once performed only in hospitals, are being performed in offices and clinics and ambulatory surgical and emergency treatment centers. These facilities offer increasing numbers of career opportunities for RN's.

C. Earnings Opportunities

While earnings potential for a CNA does not meet the criteria established by the IOSSCC, the skills associated with the occupation are necessary skills and foundations to the higher wage-earning occupations of an LPN and RN. In addition, access to the instruction and entry into the occupations of LPN and RN are facilitated through the fulfillment of CNA requirements.

	Annual Earnings 2001	
	Entry	**Experienced**
Certified Nurse Assistant	$14,300	$20,500
Licensed Practical Nurse	$23,250	$34,200
Registered Professional Nurse	$33,900	$51,050

Note: Wages vary by employer and by level of experience, responsibility and location. For example, LPN's in home health care services tend to earn more than those in doctors' offices. RN's in hospitals tend to earn more than those in doctors' offices.

Sources: *2001 Occupational Employment Statistics: Wage Data, Occupational Projections 2010, LMI Source, and Horizons Career Information System,* Illinois Department of Employment Security, Economic Information and Analysis Division and Bureau of Labor Statistics, Office of Employment Projections.

III. Assessment and Credentialing Systems

The IOSSCC recognizes that industry commitment for third-party assessment is beneficial and requests that each SDC and/or subcouncil identifies the most beneficial method for assessing the standards.

Programs that prepare persons for nursing occupations have to be approved by state agencies: the Illinois Department of Public Health for the certified nursing assistant programs and the Illinois Department of Professional Regulation for the practical nursing and professional nursing programs.

In addition to the required state approval, voluntary accreditation is available for the practical and professional nursing education programs.

Accreditation requirements for employing institutions have criteria that address expectations for work and education standards.

IV. Industry Support and Commitment

The primary areas currently identified for industry support and commitment of occupational skill standards are development, updating and marketing. Business and industry partners may identify future uses of occupational skill standards such as credentialing/certification, career development of employees and specifications for outsource training programs.

A. Industry Commitment for Development and Updating

1. The development of skill standards for nursing was achieved by the Health and Social Services Subcouncil and the standards development committee. Names of the persons serving on the subcouncil and the standards development committee are located in the appendices.

2. In developing the products, the following steps were completed:

   a. Identification and prioritization of a career ladder, identifying jobs by name
   b. Review of resources
   c. Development of draft matrix of performance standards
   d. Development of a performance standard that was identified on the matrix
   e. Convening of standards development committee of incumbent workers
   f. Review, validation and approval of skill standards by the standards development committee
   g. Review and approval of standards by subcouncil
   h. Endorsement of skill standards by the IOSSCC

B. Industry Commitment for Marketing

The Health and Social Services Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards. Upon recognition/endorsement of the standards by the IOSSCC, the subcouncil strongly recommends that professional trade groups, academic groups, etc. develop and provide an in-service/seminar package to promote skill standard awareness and obtain full industry support and commitment for the development of a full industry marketing plan.

The Health and Social Services Subcouncil encourages the availability of skill standards to the public, including learners, parents, workers and educators at all levels, employers and industry personnel.

ASSUMPTIONS FOR NURSING CLUSTER SKILL STANDARDS

Skill standards assume that individuals have received education and/or training in a setting such as a secondary, postsecondary and/or apprenticeship/on-the-job training program and have the background knowledge necessary for performing the skill standards contained in this publication. The education and/or training includes instruction for the proper handling and operation of materials, tools and equipment required for performing the skills, including the purpose of use, when to use, how to use and any related safety issues. The instructional/training program must adhere to all local, state and federal licensing and/or certification requirements as set by law, if applicable.

The Nursing Cluster Standards Development Committee developed the skill standards based on the following assumptions:

1. Workplace skills (employability skills) are expected of all learners. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial schooling process. These are not included with this set of statements.
2. Specific policies and procedures of the work site will be made known to the learner and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the standards development committee.
4. Skills will progress from simple to complex. Once a skill has been successfully performed, it will be incorporated into more complex skills.
5. Skill standards describe the skill only and do not detail the background knowledge or theory related to the particular skill base. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed.
6. All skills are to be accompanied by a "room/environment" check that leaves the site neat and clean; i.e., a safe place in which to live and work. This corresponds with a view of the client as a resident and guest of the health care facility.
7. Testing conditions will be conducive to meeting the standard of performance. Standard equipment will include: bed, bedside table, overhead table, chair, privacy screen or curtain, signal light or call bell, bathroom, closet or drawer space and client identification system (bracelet, name over bed, picture of client, etc.).
8. The skill standards intended to reflect competencies at the entry level of the identified occupations are to be tested with clients in stable, clinical conditions in structured, supervised settings.
9. Universal precautions are expected to be used for all interactions with clients.
10. Clients' rights will be learned as part of the schooling process and will be respected and expected as part of employment.
11. The American Nurses Association Code for Nurses and the Illinois Nurse Practice Act give direction to the ethical and legal dimensions of practice.

PERFORMANCE SKILL LEVELS

The Nursing Performance Skill listing is designed to indicate the occupation that may perform each skill listed. The Standards Development Committee (SDC) determined the occupations through review of each individual skill and knowledge of the current Illinois Nurse Practice Act. The Illinois Nurse Practice Act is a living document that is reviewed and revised by the Department of Professional Regulation with input from the Board of Nursing. The occupational references below are based on September, 2002. The SDC encourages those using this listing to also refer to the Illinois Nurse Practice Act and Ombudsman Reconciliation Act (OBRA) to obtain the latest rules and regulations for nursing occupations.

	Certified Nurse Assistant	Licensed Practical Nurse	Registered Professional Nurse
COMMUNICATION			
Demonstrate Principles of Communication	•	•	•
Collaborate within Health Care Team	•	•	•
Assess Client's and Significant Other's Need for Information		•	•
Reinforce/Teach Health Maintenance Techniques and Resources		•	•
Prepare Care Plan Using Nursing Process		•[1]	•
Revise Plan of Care		•[1]	•
COMFORT, SAFETY AND SECURITY OF CLIENT/FAMILY/SELF			
Wash Hands (Medical Asepsis)	•	•	•
Use Nonsterile Gloves	•	•	•
Use Standard/Transmission Precautions	•	•	•
Assist Client to Ambulate	•	•	•
Apply Protective Devices (Restraints)	•	•	•
Make an Unoccupied Bed	•	•	•
Make an Occupied Bed	•	•	•
Use Isolation Procedures	•	•	•
DAILY PHYSICAL AND COMFORT NEEDS			
Assist Client with Oral Hygiene	•	•	•
Provide Client with Back Rub	•	•	•
Shave a Client	•	•	•
Assist Client with Daily Hair Care	•	•	•
Assist Client to Care for Dentures	•	•	•
Prepare Client for Activities of Daily Living	•	•	•
Assist Client with Bedtime Care	•	•	•
BASIC PHYSICAL CARE NEEDS			
Provide Client with Tub Bath or Shower	•	•	•
Provide Client with Bed Bath	•	•	•
Provide Perineal Care	•	•	•
Perform Nail Care	•	•	•
NUTRITIONAL NEEDS			
Provide Client with Oral Fluids and Foods	•	•	•
Perform Intermittent and Continuous Gastrostomy/Nasogastric Feedings		•	•
Maintain Gastrostomy/Nasogastric Tube		•	•
Insert Peripheral IV		•[2]	•
Provide Care for Peripheral IV Therapy Site		•	•
Discontinue Peripheral IV		•	•

PERFORMANCE SKILL LEVELS

	Certified Nurse Assistant	Licensed Practical Nurse	Registered Professional Nurse
ELIMINATION			
Assist Client with Use of Bedpan	•	•	•
Assist Client with Use of Bedside Commode	•	•	•
Assist Client with Use of Urinal	•	•	•
Insert an Indwelling Urinary Catheter		•	•
Provide Care of Indwelling Catheter	•	•	•
Measure Contents of a Urinary Drainage Unit	•	•	•
Give Tap Water Enema	•	•	•
Provide Ostomy Care		•	•
BODY MECHANICS			
Assist Client to Move to and from Wheelchair	•	•	•
Transfer Client to and from Stretcher	•	•	•
Assist Client Using Transfer (Gait) Belt	•	•	•
Provide Assistance for Falling Client	•	•	•
Reposition Client in Bed	•	•	•
Perform Range of Motion Exercises	•	•	•
VITAL SIGNS			
Obtain Vital Signs	•	•	•
Obtain Apical Pulse	•	•	•
Obtain Axillary Temperature	•	•	•
Obtain Rectal Temperature	•	•	•
Obtain Tympanic Temperature	•	•	•
Obtain Blood Pressure	•	•	•
Measure Height and Weight	•	•	•
Record Fluid Intake and Output	•	•	•
ACCURATE DATA BASE			
Transport Client	•	•	•
Admit Client to Unit, Service and/or Facility		•	•
Transfer Client between Units within Facility	•	•	•
Update Client Data	•	•	•
Discharge Client from Facility		•	•
TEST MANAGEMENT			
Collect Urine Specimen	•	•	•
Collect Fecal (Stool) Specimen	•	•	•
Collect Sputum Specimen	•	•	•

PERFORMANCE SKILL LEVELS

	Certified Nurse Assistant	Licensed Practical Nurse	Registered Professional Nurse
TEST MANAGEMENT *(Continued)*			
Collect Wound Drainage Specimen		•	•
Test Blood Sugar	•	•	•
SURGICAL PROCEDURES			
Prepare Client for Surgery		•	•
Provide Postoperative Care		•	•
Insert Nasogastric Tube		•	•
DRESSINGS			
Apply Topical Hot/Cold Therapy	•	•	•
Change Dressing		•	•
Maintain Self-Contained Wound Drainage Apparatus		•	•
Irrigate Wound		•	•
Remove Sutures		•	•
TISSUE OXYGENATION			
Administer Oxygen by Mask and by Cannula		•	•
Assist Client to Turn, Cough and Deep Breathe		•	•
Perform Oral Suctioning		•	•
Assist with Use of Incentive Spirometry	•	•	•
Provide Tracheostomy Care		•	•
Measure Oxygen Saturation		•	•
MEDICATION MANAGEMENT			
Change Central Line Dressing			•
Calculate IV Drip Rate		•	•
Calculate Drug Dosage		•	•
Administer Medications		•	•

[1] LPN's provide information during the development and modification of the care plan. The RN is responsible for the development, modification and evaluation of the care plan.

[2] Currently LPN's are not taught to "Insert Peripheral IV's" (skill 29). This rule is being reviewed and may be changed. Please refer to the Illinois Nurse Practice Act for the most up-to-date information and rules relating to the skills to be performed by LPN's and RN's.

DEMONSTRATE PRINCIPLES OF COMMUNICATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client and/or significant other
Client record
Ethics codes
Health care workers
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Demonstrate principles of communication with persons in health care environment.

PERFORMANCE CRITERIA

Principles of communication are demonstrated according to facility policy and procedures and ethics codes.

Skilled is performed 100% of time.

Time required to complete the skill varies as it is an ongoing activity.

PERFORMANCE ELEMENTS

1. Convey factual information about facility and care unit to client and/or significant others.
2. Display communication skills necessary to coordinate client care and influence client satisfaction.
3. Demonstrate active listening when communicating with others in health care environment.
4. Adapt communication skills to address individual needs.
5. Follow principles of confidentiality and ethics codes.
6. Exhibit positive nonverbal communication skills.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of communication skills with client, significant others and health care workers.

PRODUCT

Principles of communication are demonstrated.

PROCESS

All performance elements for demonstrating principles of communication are critical. The performance elements are numbered to show an appropriate sequence; however, a different sequence may be used.

COLLABORATE WITHIN HEALTH CARE TEAM.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Collaborate with others in health care environment.

PERFORMANCE CRITERIA

Team members are collaborated with according to facility policy and procedures.

Time required to complete the skill varies as it is an ongoing activity.

PERFORMANCE ELEMENTS

1. Identify specific roles and tasks of health care team members.
2. Display courtesy and a sense of dignity to co-workers, clients and visitors.
3. Clarify instructions at time of assignment.
4. Request assistance and/or supervision when necessary.
5. Assist team members to meet care needs of clients.
6. Report information about client.
7. Report any part of assignment not completed.
8. Maintain confidentiality about all matters encountered in the work setting.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of collaborating with members of health care team.

PRODUCT

Individual collaborates with health care team.

PROCESS

All performance elements for collaborating within the health care team are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client and/or significant other
- Client record
- Care plan
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Assess client's and/or significant other's need for information.

PERFORMANCE CRITERIA

Client's and/or significant others' need for information is assessed.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's and/or significant other's understanding of client condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Identify age, developmental stage and cultural aspects of the client and/or significant other.
3. Assess understanding of health condition and factors of care.
4. Determine appropriate means to convey information about health care state to client and/or significant other.
5. Identify elements which may influence client's and/or significant other's ability to learn.
6. Identify client's and/or significant other's readiness to learn.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the ability to assess client's and/or significant other's need for information.

PRODUCT

Client's and/or significant other's need for information are assessed.

PROCESS

All performance elements for assessing client's and/or significant other's needs for information are critical. The performance elements are numbered to show an appropriate sequence completing the skill; however, a different sequence may be used.

REINFORCE/TEACH HEALTH MAINTENANCE TECHNIQUES AND RESOURCES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client and/or significant other
- Client record
- Reference materials
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Reinforce/teach health maintenance techniques and resources to client and/or significant others.

PERFORMANCE CRITERIA

Health maintenance techniques and resources are reinforced/taught to client and/or significant other according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Assess information needed by client and/or significant other.
3. Identify learning needs of client and/or significant other.
4. Participate in the development of the teaching/learning plan.
5. Collaborate with health care team and client and/or significant other.
6. Implement teaching/learning plan using enabling, coaching and helping behaviors.
7. Evaluate efficacy of teaching/learning plan.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of reinforcement/teaching process.

PRODUCT

Client and/or significant other receives reinforcement/instruction of health maintenance techniques and resources.

PROCESS

All performance elements for teaching and reinforcing health maintenance techniques and resources for client and/or significant other are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Prepare care plan using nursing process to demonstrate problem solving.

PERFORMANCE CRITERIA

Care plan is prepared according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the care plan will be 90 minutes.

PERFORMANCE ELEMENTS

1. Participate in establishing a data base. (Assess)
2. Acknowledge functional health patterns using nursing diagnosis. (Diagnose)
3. Participate with client in setting goals to address diagnoses – design strategies to accomplish care plan goals. (Plan)
4. Initiate and complete actions outlined in care plan. (Implement)
5. Participate in determining extent to which goals have been accomplished. (Evaluate)
6. Address need for change.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of problem solving.

PRODUCT

Problem solving is evident in developing a care plan.

PROCESS

All performance elements for demonstrating problem solving are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

REVISE PLAN OF CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required forms
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedure

WORK TO BE PERFORMED

Revise plan of care.

PERFORMANCE CRITERIA

Plan of care is revised according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition and experience of care provider.

PERFORMANCE ELEMENTS

1. Review current plan of care.
2. Note changes in client's condition and/or physician's instructions.
3. Update plan of care based on client's condition and/or physician's instructions.
4. Develop measurable outcome expectations for plan of care.
5. Share plan of care updates with client and/or significant other.
6. Record updates to plan of care.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of revising plan of care for assigned client.

PRODUCT

Plan of care is revised.

PROCESS

All performance elements for revising a plan of care are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

WASH HANDS (MEDICAL ASEPSIS).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Cleansing supplies
Aseptic guidelines
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Wash wrists, hands and fingernails in an aseptic manner.

PERFORMANCE CRITERIA

Wrists, hands and fingernails are cleansed according to facility policy and procedures.

Time required to complete the skill is 2-3 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Position self to avoid contamination of apparel during hand washing.
2. Wash wrists, hands and fingernails in aseptic manner for prescribed length of time.
3. Rinse wrists, hands and fingernails.
4. Dry wrists, hands and fingernails.
5. Avoid contaminating wrists, hands and fingernails following hand washing.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of hand-washing technique.

PRODUCT

Wrists, hands and fingernails are aseptically clean.

PROCESS

All performance elements for aseptic hand washing are critical and must be performed in sequence.

USE NONSTERILE GLOVES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Nonsterile, disposable gloves (latex, non-latex)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Use nonsterile gloves.

PERFORMANCE CRITERIA

Nonsterile gloves are used according to Standard/transmission precautions and facility policy and procedures.

The skill is completed with 100% accuracy.

Time required to complete the skill varies based on the procedure being performed.

PERFORMANCE ELEMENTS

1. Determine if use of nonsterile gloves is required as a protective safety measure.
2. Don nonsterile gloves for assigned procedure.
3. Doff gloves in prescribed manner following use.
4. Dispose of gloves according to facility policy.
5. Wash hands according to standard.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of using nonsterile gloves.

Standards/transmission precautions are followed.

PRODUCT

Nonsterile gloves are used as required.

PROCESS

All performance elements for using disposable gloves are critical and must be performed in sequence.

USE STANDARD/TRANSMISSION PRECAUTIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client
Personal protective equipment (PPE)
Supplies and equipment
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Use standard/transmission precautions in all contact with clients and/or possible contaminated items.

PERFORMANCE CRITERIA

Standard/transmission precautions guidelines are followed to provide for the protection of the provider, client and others.

PERFORMANCE ELEMENTS

1. Wash hands.
2. Use PPE as required.
3. Handle reuseable items and discard disposable items and sharps as required.
4. Decontaminate work surfaces and equipment as required.
5. Report exposure incidents.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of using standard/transmission precautions.

PRODUCT

Standard/transmission precautions are followed.

PROCESS

All performance elements are critical for applying standard/transmission precautions. Performance elements 1-3 must be performed as required before element 4. Performance element 5 is performed according to exposure plan.

ASSIST CLIENT TO AMBULATE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Client
- Client record
- Assistive devices (e.g., walker, crutches, canes, etc.)
- Appropriate attire including footwear
- Gait belt (if applicable)
- Beginning and Completion tasks
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Assist client to ambulate, observing principles of safety and body mechanics.

PERFORMANCE CRITERIA

Assistance is provided to client ambulating with an assistive devise according to facility policy and procedures.

Time required to complete the skill varies according to client condition and prescribed ambulation device and distance.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Ensure assistive device is in proper working condition.
3. Meet safety and privacy needs of client while providing assistance.
4. Return assistive device to appropriate location.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting client to ambulate.

PRODUCT

Client ambulates with assistive device.

PROCESS

All performance elements for assisting clients with ambulation are critical and must be performed in sequence.

APPLY PROTECTIVE DEVICES (RESTRAINTS).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Client
- Client record
- Order for protective devices (restraints)
- Consent form, if required
- Type of protective device (restraint) ordered (e.g. vest, hand, mitts, belt or body, wrist or ankle, bed rail, Geri-chair, etc.)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Apply protective devices (restraints).

PERFORMANCE CRITERIA

Protective devices (restraints) are applied as ordered by physician/nurse practitioner and according to facility policy and procedures.

Time required to complete the skill varies based on the type of protective devices (restraints) and client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Ensure protective device (restraint) is in safe working condition.
3. Apply protective device (restraint).
4. Monitor use of protective devices (restraints) to assure safety of client per departmental policy.
5. Record use of protective devices (restraints) as prescribed by facility.
6. Remove protective device (restraint).
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of applying protective devices (restraints).

PRODUCT

Protective devices (restraints) are applied.

PROCESS

All performance elements are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

MAKE AN UNOCCUPIED BED.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Unoccupied bed
Fresh linens
Chair
Laundry container
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Make an unoccupied bed.

PERFORMANCE CRITERIA

Bed is made according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Don PPE if necessary.
2. Obtain necessary supplies.
3. Ensure bed is at appropriate height, if adjustable.
4. Remove used linens from bed (avoid contamination).
5. Place used linens in the appropriate container.
6. Apply fresh linens on the bed in appropriate order.
7. Place bed at level appropriate for expected use, if adjustable.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of making an unoccupied bed.

PRODUCT

Unoccupied is ready for expected use.

PROCESS

All performance elements for making an unoccupied bed are critical and must be performed in sequence.

MAKE AN OCCUPIED BED.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Occupied bed
Appropriate screening devices
Chair
Fresh linens
Laundry container
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Make an occupied bed.

PERFORMANCE CRITERIA

Bed linens are changed according to facility policy and procedures while ensuring the comfort, safety and privacy of the client.

Skill is performed with 100% accuracy.

Time required to complete the skill is 10-20 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Don PPE if necessary.
3. Ensure client safety using additional personnel and side rails as necessary.
4. Remove used linens from bed; avoid contamination.
5. Place used linens in appropriate container.
6. Apply fresh linens on the bed in appropriate order.
7. Perform completion skills.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of changing linens on an occupied bed.

PRODUCT

Linens are changed on an occupied bed.

PROCESS

All performance elements for making an occupied bed are critical and must be performed in sequence.

USE ISOLATION PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Isolation precaution signs
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Use proper isolation procedure for given situation.

PERFORMANCE CRITERIA

Correct isolation procedure is used for given client condition.

Task is performed with 100% accuracy.

Time required to complete the skill varies depending on the isolation procedure being used.

PERFORMANCE ELEMENTS

1. Identify type of isolation required.
2. Implement appropriate isolation procedures.
3. Perform beginning tasks.
4. Assess client's condition.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe use of isolation procedure/precautions.

PRODUCT

Appropriate isolation procedure is followed for given client situation.

PROCESS

All performance elements for isolation procedure are critical and must be performed in sequence.

ASSIST CLIENT WITH ORAL HYGIENE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Oral hygiene supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client with oral hygiene.

PERFORMANCE CRITERIA

Client is assisted with oral hygiene according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Assess client status.
3. Position client properly.
4. Assist client as needed to meet oral hygiene needs.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting client with oral hygiene.

PRODUCT

Client is assisted with oral hygiene.

PROCESS

All performance elements for assisting client with oral hygiene are critical and must be performed in sequence.

PROVIDE CLIENT WITH BACK RUB.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide client with a back rub.

PERFORMANCE CRITERIA

Back rub is completed according to client record and facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Provide/ensure privacy for client.
3. Position client.
4. Perform back rub.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing client with a back rub.

PRODUCT

Client is provided with a back rub.

PROCESS

All performance elements for performing a back rub are critical and must be performed in sequence.

SHAVE A CLIENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Shaving equipment/supplies
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client with shaving as needed.

PERFORMANCE CRITERIA

Client is shaved according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Prepare facial hair.
3. Shave hair from face.
4. Apply comfort measures to face at completion of shave.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of shaving client.

PRODUCT

Client's facial hair is removed.

PROCESS

All performance elements for shaving a client are critical and must be performed in sequence.

ASSIST CLIENT WITH DAILY HAIR CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Hair care supplies
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Assist or provide client with daily hair care.

PERFORMANCE CRITERIA

Hair care is provided to client according to facility policy and procedures.

Time required to complete the skill varies based on condition of client's hair.

Example: Basic hair care is completed in 5-10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Assess client's need for and client's acceptance of hair care.
3. Determine appropriate hair style desired by client.
4. Perform hair care services in accord with facility policy.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing client with hair care.

PRODUCT

Hair care is provided to client.

PROCESS

All performance elements for providing care for a client's hair are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST CLIENT TO CARE FOR DENTURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Denture care equipment and supplies
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client to care for dentures.

PERFORMANCE CRITERIA

Dentures are cared for according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Remove dentures.
3. Protect dentures when removing, cleansing and replacing them.
4. Assess condition of client's mouth.
5. Cleanse dentures.
6. Cleanse oral cavity.
7. Replace dentures or store, as appropriate.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of denture care.

PRODUCT

Client's denture care is completed.

PROCESS

All performance elements for completing client's denture care are critical and must be performed in sequence.

PREPARE CLIENT FOR ACTIVITIES OF DAILY LIVING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Prepare client for activities of daily living.

PERFORMANCE CRITERIA

Client is prepared for activities of daily living according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on the needs of the client and activities of daily living planned.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Collect routine assessment information.
3. Assess degree of assistance needed by client to prepare for activities of daily living.
4. Discuss expectations (activities) of the day with client.
5. Assist client as needed to prepare for activities of daily living.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of preparing client for activities of daily living.

PRODUCT

Client is prepared for activities of daily living.

PROCESS

All performance elements for preparing client for activities of daily living are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST CLIENT WITH BEDTIME CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Prepare client for bed.

PERFORMANCE CRITERIA

Client is prepared for bed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 10-15 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Collect routine assessment information.
3. Provide comfort measures for client.
4. Prepare client for rest and sleep.
5. Provide environment conducive to rest and sleep.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of preparing client for rest and sleep.

PRODUCT

Client is prepared for bed.

PROCESS

All performance elements for preparing bedtime care are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE CLIENT WITH TUB BATH OR SHOWER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Bathing supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide client with tub bath or shower.

PERFORMANCE CRITERIA

Client is provided with tub bath or shower according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 20–30 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Prepare bathing environment for safety, privacy and warmth of client.
3. Assist with client's bath as needed.
4. Apply/provide skin lotion to client after bathing.
5. Prepare (dress) client for expected activities of daily living.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing client with tub bath or shower.

PRODUCT

Client is provided with tub bath or shower.

PROCESS

All performance elements for providing client with tub bath or shower are critical. The performance elements are numbered to show an appropriate sequence for completing the skill.

PROVIDE CLIENT WITH BED BATH.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Bathing supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide client with bed bath.

PERFORMANCE CRITERIA

Client receives bed bath according to client record and facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete a partial bed bath requires 15 minutes. A complete bed bath requires 30-40 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Determine degree of bathing needed for client's cleanliness and comfort.
3. Prepare bathing environment for safety, privacy, and warmth of client.
4. Assist client with bathing as needed.
5. Apply/provide skin lotion to client after bathing.
6. Prepare (dress) client for expected activities of daily living.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing client with a bed bath.

PRODUCT

Client is provided with bed bath.

PROCESS

All performance elements for providing client with a partial and/or complete bed bath are critical. The performance elements are numbered to show an appropriate sequence for completing the skill.

PROVIDE PERINEAL CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Perineal supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide client with perineal care.

PERFORMANCE CRITERIA

Client is provided with perineal care according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Determine client's need for assistance with perineal care.
3. Prepare environment for safety, privacy and warmth of client.
4. Assist client with perineal cleansing as necessary.
5. Prepare (dress) client for expected activities of daily living.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing client with perineal cleaning.

PRODUCT

Client is provided with perineal care.

PROCESS

All performance elements for providing perineal care are critical. The performance elements are numbered to show an appropriate sequence for completing the skill.

PERFORM NAIL CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Nail care supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide client with nail care for hands and feet.

PERFORMANCE CRITERIA

Nail care is provided according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 15 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Examine skin of client's hands and feet for color changes and/or lesions.
3. Examine status of nails of client's hands and feet.
4. Trim/file client's nails as directed.
5. Wash client's feet and hands with warm water.
6. Dry client's feet and hands.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing nail care to client.

PRODUCT

Nails of client's hands and/or feet are clean and smooth.

PROCESS

All performance elements for providing client's nail care are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE CLIENT WITH ORAL FLUIDS AND FOODS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Nutrition supplies and equipment
Hygiene supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide client with oral fluids and foods.

PERFORMANCE CRITERIA

Client is assisted with oral intake according to client's dietary order and facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on the client and type/amount of food and fluids.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Prepare client for oral intake.
3. Determine type and amount of oral intake allowed.
4. Provide client assistance with oral intake as needed.
5. Assist client to cleanse self after oral intake as needed.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing client with oral intake of fluids and food.

PRODUCT

Client is provided with oral intake of fluids and food.

PROCESS

All performance elements for assisting client with oral intake of fluids and food are critical. The performance elements are numbered to show an appropriate sequence for completing the skill.

PERFORM INTERMITTENT AND CONTINUOUS GASTROSTOMY/NASOGASTRIC FEEDINGS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record with prescribed enteral feeding
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Perform intermittent and continuous gastrostomy/nasogastric feedings.

PERFORMANCE CRITERIA

Client receives prescribed enteral feeding according to client record and facility policy and procedures.

Skill is performed with 100% accuracy.

Time for administering enteral nutrition varies based on client tolerance, method of administration and type and amount of feeding.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Ensure proper temperature of feeding.
3. Evaluate client for any retained feeding.
4. Position client for feeding.
5. Administer enteral feeding to client.
6. Assist client with cleansing as necessary.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing client with enteral feeding.

PRODUCT

Client receives the specified enteral nutrition.

PROCESS

All performance elements for administering enteral nutrition to client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill.

MAINTAIN GASTROSTOMY/NASOGASTRIC TUBE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Gastrostomy/nasogastric supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Maintain gastrostomy/nasogastric tube.

PERFORMANCE CRITERIA

Integrity of gastrostomy/nasogastric tube and site is maintained according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Maintain skin integrity around insertion site.
3. Verify patency of gastrostomy/nasogastric tube.
4. Remedy nonpatent tube.
5. Remove and/or cleanse equipment used for maintaining patency.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of maintaining the functional adequacy of the gastrostomy/nasogastric tube.

PRODUCT

The gastrostomy/nasogastric tube and site are maintained.

PROCESS

All performance elements for maintaining the gastrostomy/nasogastric tube and site are critical. The performance elements are numbered to show an appropriate sequence for completing the skill.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Appropriate size intravenous catheter
Agency IV insertion equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Insert peripheral IV.

PERFORMANCE CRITERIA

Peripheral IV access is completed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on the condition of client.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Select site for insertion.
3. Insert peripheral IV.
4. Secure insertion site for safety and client comfort.
5. Assess patency of site and rate of fluid administration.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of inserting a peripheral IV.

PRODUCT

Peripheral IV is inserted.

PROCESS

All performance elements for inserting a peripheral IV are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide care for peripheral IV site.

PERFORMANCE CRITERIA

Care for peripheral IV site is provided according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Assess patency of peripheral IV site.
3. Evaluate peripheral IV site for untoward effects.
4. Replace/remove peripherial IV if necessary.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing care for the peripheral IV site.

PRODUCT

Care is provided to Peripheral IV site.

PROCESS

All performance elements for caring for the peripheral IV site are critical and must be performed in sequence.

DISCONTINUE PERIPHERAL IV.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Discontinue peripheral IV.

PERFORMANCE CRITERIA

Peripheral IV is discontinued according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to perform the skill is 10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Remove peripheral IV.
3. Maintain control of bleeding.
4. Apply dressing.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of a discontinuing peripheral IV.

PRODUCT

Peripheral IV is discontinued.

PROCESS

All performance elements for discontinuing a peripheral IV are critical and must be performed in sequence.

ASSIST CLIENT WITH USE OF BEDPAN.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Assist client with using bedpan.

PERFORMANCE CRITERIA

Client is assisted with using bedpan according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Position client on bedpan.
3. Ensure client and bed are clean following bedpan use.
4. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting client with bedpan use.

PRODUCT

Client is assisted with bedpan use.

PROCESS

All performance elements for assisting client with use of the bedpan are critical and must be performed in sequence.

ASSIST CLIENT WITH USE OF BEDSIDE COMMODE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client with using commode.

PERFORMANCE CRITERIA

Client is assisted with commode use according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 10-15 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Position commode for client use.
3. Ensure safe transfer of client to and from commode.
4. Assist client with personal cleansing following commode use.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting client with bedside commode use.

PRODUCT

Client is assisted with use of bedside commode.

PROCESS

All performance elements for assisting client with use of the bedside commode are critical and must be performed in sequence.

ASSIST CLIENT WITH USE OF URINAL.

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ELIMINATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal Protection Equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client with using a urinal.

PERFORMANCE CRITERIA

Client is assisted with use of urinal according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Assist client or position urinal for use.
3. Ensure client and bed are clean following urinal use.
4. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting client with use of urinal.

PRODUCT

Client is assisted with use of a urinal.

PROCESS

All performance elements for assisting client with urinal use are critical and must be performed in sequence.

INSERT AN INDWELLING URINARY CATHETER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal Protection Equipment (PPE)
Client
Client record
Indwelling urinary catheter
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Insert an indwelling urinary catheter.

PERFORMANCE CRITERIA

Indwelling catheter is inserted according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on condition of client.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Select appropriate size and type of indwelling urinary catheter.
3. Prepare environment for safety, privacy and warmth of client.
4. Insert indwelling catheter.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of inserting an indwelling urinary catheter.

PRODUCT

An indwelling urinary catheter is inserted.

PROCESS

All performance elements for inserting an indwelling urinary catheter are critical and must be performed in sequence.

PROVIDE CARE OF INDWELLING CATHETER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide care of indwelling catheter.

PERFORMANCE CRITERIA

Care of indwelling catheter is performed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Clean catheter insertion site.
3. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of caring for the catheter insertion site.

PRODUCT

Care of catheter insertion site is completed.

PROCESS

All performance elements for providing care of indwelling catheter site are critical and must be performed in sequence.

MEASURE CONTENTS OF A URINARY DRAINAGE UNIT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipments
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Measure contents of urinary drainage unit.

PERFORMANCE CRITERIA

Urinary drainage unit is measured according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Empty contents.
3. Record amount and characteristics of urine.
4. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of measuring urinary drainage.

PRODUCT

Content of urinary catheter unit is measured.

PROCESS

All performance elements for measuring content of urinary drainage are critical and must be performed in sequence.

GIVE TAP WATER ENEMA.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Give a tap water enema to client.

PERFORMANCE CRITERIA

Tap water enema is given according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Ensure temperature of tap water is safe.
3. Prepare bathing environment for safety, privacy and warmth of client.
4. Administer enema to client.
5. Observe client for adverse reactions.
6. Assist client with personal cleansing as needed.
7. Record amount and characteristics of output.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of administering a tap water enema to client.

PRODUCT

Tap water enema is administered to client.

PROCESS

All performance elements for administering a tap water enema to client are critical and must be performed in sequence.

PROVIDE OSTOMY CARE.

ELIMINATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Client
- Client record
- Personal protective equipment (PPE)
- Ostomy supplies and equipment
- Cleansing supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Provide ostomy care to client.

PERFORMANCE CRITERIA

Ostomy care is provided to client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition and care required (cleansing vs. changing).

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Position client for proper drainage.
3. Prepare environment for safety, privacy and warmth of client.
4. Assist with emptying appliance as necessary.
5. Assist with appliance cleansing and/or change as needed.
6. Assess condition of client's skin and stoma.
7. Assess amount and characteristic of discharge.
8. Report amount and characteristics of appliance contents.
9. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing ostomy care to client.

PRODUCT

Ostomy care is provided to client in safe and appropriate manner.

PROCESS

All performance elements for assisting client with ostomy care are critical. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST CLIENT TO MOVE TO AND FROM WHEELCHAIR.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Appropriate supplies and equipment, including footwear
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Assist client to move to and from a wheelchair.

PERFORMANCE CRITERIA

Client is assisted to move to and from a wheelchair according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's ability and type of transfer being performed.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Assess degree of client's ability to move self.
3. Adjust height of equipment.
4. Transfer client with safety equipment and necessary personnel.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of transferring client to and from wheelchair.

PRODUCT

Client is transferred to and from a wheelchair.

PROCESS

All performance elements for assisting the client to move to and from a wheelchair are critical. The performance elements are numbered to show an appropriate sequence; however, a different sequence may be used.

TRANSFER CLIENT TO AND FROM STRETCHER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Stretcher
Appropriate supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client to move to and from stretcher.

PERFORMANCE CRITERIA

Client is assisted to move to and from stretcher according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill will vary based on client's ability and condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Determine client's ability to move self and condition.
3. Adjust height of equipment.
4. Lock wheels of bed and stretcher.
5. Move client to and from stretcher with necessary equipment and personnel.
6. Ensure client safety on stretcher.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of transferring client to and from a stretcher.

PRODUCT

Client is transferred to/from stretcher.

PROCESS

All performance elements for assisting the client to move to and from a stretcher are critical and must be performed in sequence.

ASSIST CLIENT USING TRANSFER (GAIT) BELT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Appropriate apparel
Transfer (gait) belt
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client using a transfer (gait) belt.

PERFORMANCE CRITERIA

Client is assisted using a transfer (gait) belt according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's ability.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Obtain additional personnel as needed.
3. Position transfer (gait) belt in correct manner.
4. Maintain firm hold of transfer (gait) belt while client is moving.
5. Remove transfer (gait) belt after task is completed.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of using a transfer (gait) belt to assist client to move.

PRODUCT

Client is moved with assistance of a transfer (gait) belt.

PROCESS

All performance elements for assisting client movement using a transfer (gait) belt are critical. The performance elements are numbered to show an appropriate sequence; however, a different sequence may be used.

PROVIDE ASSISTANCE FOR FALLING CLIENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client who is falling using proper body mechanics.

PERFORMANCE CRITERIA

Assistance is provided to falling client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition and severity of fall.

PERFORMANCE ELEMENTS

1. Maintain hold on client to control direction of fall.
2. Allow client to slide down care provider's leg to floor.
3. Bend at knees and hips to prevent injury to self.
4. Keep client's head from hitting floor.
5. Call for assistance.
6. Stay with client – give reassurance.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting a falling client.

PRODUCT

Client who is falling is lowered to the floor in a safe fashion.

PROCESS

All performance elements for providing assistance for a falling client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

REPOSITION CLIENT IN BED.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Reposition client in bed ensuring proper body alignment.

PERFORMANCE CRITERIA

Client is repositioned in bed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Secure additional help if necessary.
3. Move client in bed using proper body mechanics.
4. Ensure proper body alignment.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of repositioning client in bed.

PRODUCT

Client is repositioned in bed using safe and proper body alignment.

PROCESS

All performance elements for repositioning the client in bed are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM RANGE OF MOTION EXERCISES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Appropriate supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Perform active and passive range of motion exercises on client.

PERFORMANCE CRITERIA

Active and passive range of motion exercises are performed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition and ability.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Explain range of motion exercises to client.
3. Assist client with range of motion activities.
4. Monitor client's responses during range of motion activities.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting client with range of motion exercises.

PRODUCT

Active and passive range of motion exercises are completed by client with assistance.

PROCESS

All performance elements for performing passive and active range of motion exercises are critical and must be performed in sequence.

OBTAIN VITAL SIGNS.

VITAL SIGNS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Obtain client's vital signs (oral temperature, radial pulse and respirations).

PERFORMANCE CRITERIA

Vital signs are assessed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Position client.
3. Measure client's vital signs.
4. Record client's vital signs.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of obtaining client's vital signs.

PRODUCT

Client's vital signs are obtained.

PROCESS

All performance elements for obtaining client's vital signs are critical and must be performed in sequence.

OBTAIN APICAL PULSE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Obtain client's apical pulse.

PERFORMANCE CRITERIA

Client's apical pulse is obtained according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Count client's apical pulse for one minute.
3. Record client's apical pulse.
4. Report client's apical pulse.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of obtaining client's apical pulse.

PRODUCT

Client's apical pulse is obtained.

PROCESS

All performance elements for obtaining client's apical pulse are critical and must be performed in sequence.

OBTAIN AXILLARY TEMPERATURE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Obtain client's axillary temperature.

PERFORMANCE CRITERIA

Client's axillary temperature is obtained according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Place thermometer in axilla with arm close to body.
3. Check reading on thermometer.
4. Record reading.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of obtaining client's axillary temperature.

PRODUCT

Client's axillary temperature is obtained.

PROCESS

All performance elements for obtaining client's axillary temperature are critical and must be performed in sequence.

OBTAIN RECTAL TEMPERATURE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Obtain client's rectal temperature.

PERFORMANCE CRITERIA

Client's rectal temperature is obtained according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Position client.
3. Prepare environment for safety, privacy and warmth of client.
4. Place thermometer in client's rectum.
5. Maintain control of the thermometer while it is in client's rectum.
6. Check thermometer reading
7. Record thermometer reading.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of obtaining client's rectal temperature.

PRODUCT

Rectal temperature is obtained.

PROCESS

All performance elements for assessing rectal temperature are critical and must be performed in sequence.

OBTAIN TYMPANIC TEMPERATURE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Tympanic thermometer
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Obtain client's tympanic temperature.

PERFORMANCE CRITERIA

Client's tympanic temperature is obtained according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Insert probe into cover.
3. Seal client's ear canal with tip of probe.
4. Check thermometer reading.
5. Record temperature.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of obtaining client's tympanic temperature.

PRODUCT

Client's tympanic temperature is obtained.

PROCESS

All performance elements for obtaining client's tympanic temperature are critical and must be performed in sequence.

OBTAIN BLOOD PRESSURE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Sphygmomanometer
Appropriate size blood pressure cuff
Stethoscope
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Obtain client's blood pressure.

PERFORMANCE CRITERIA

Client's blood pressure is obtained according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 3-5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Place appropriate size cuff on client's extremity.
3. Place stethoscope at appropriate pulse site.
4. Inflate/deflate cuff to obtain accurate reading.
5. Record client's blood pressure.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of obtaining client's blood pressure.

PRODUCT

Client's blood pressure is obtained.

PROCESS

All performance elements for obtaining client's blood pressure are critical and must be performed in sequence.

MEASURE HEIGHT AND WEIGHT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Scale
Tape measure
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Measure height and weight of client.

PERFORMANCE CRITERIA

Client's height and weight are measured according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Adjust scale prior to use.
3. Read client's weight.
4. Measure client's height.
5. Record client's height and weight.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of measuring client's height and weight.

PRODUCT

Client's height and weight are measured.

PROCESS

All performance elements for measuring client's height and weight are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

RECORD FLUID INTAKE AND OUTPUT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Measuring devices
- Intake and output record
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Record fluid intake and output of client.

PERFORMANCE CRITERIA

Fluid intake and output of client is recorded according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies as it is an ongoing activity.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Confirm any fluid restrictions of client.
3. Measure all sources and amounts of fluid intake of client.
4. Measure all sources and amounts of fluid output of client.
5. Record all fluid intake and output measurements of client.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of measuring fluid intake and output of client.

PRODUCT

Fluid intake and output of client is recorded.

PROCESS

All performance elements for recording fluid intake and output of client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

TRANSPORT CLIENT.

ACCURATE DATA BASE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Additional personnel
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Transport client within facility using appropriate equipment.

PERFORMANCE CRITERIA

Client is transported according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition and ability.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Determine type of transport equipment required for client.
3. Determine necessary personnel required for safe transfer/transport of client.
4. Transfer client for transport.
5. Move client to designated location.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of transporting client.

PRODUCT

Client is transported to designated location.

PROCESS

All performance elements for transporting the client are critical and must be performed in sequence.

ADMIT CLIENT TO UNIT, SERVICE AND/OR FACILITY.

IL.03.HSS.NU.55

ACCURATE DATA BASE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Assessment equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Admit client to unit, service and/or facility.

PERFORMANCE CRITERIA

Client is admitted to the unit, service and/or facility according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Gather/verify client database.
3. Orient client and significant others to room and facility.
4. Discuss facility policy and expectations with client and significant others.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of admitting client to unit, service and/or facility.

PRODUCT

Client is admitted to unit, service and/or facility.

PROCESS

All performance elements for admitting the client to the unit, service and/or facility are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

TRANSFER CLIENT BETWEEN UNITS WITHIN FACILITY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Medical record
Nursing Care Plan
Medications
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Transfer client between units within facility.

PERFORMANCE CRITERIA

Client is transferred between units within the facility according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to the complete skill is dependent upon client's condition and ability.

PERFORMANCE ELEMENTS

1. Report to receiving unit.
2. Perform beginning tasks.
3. Explain transfer procedure to client.
4. Gather all client-related items to take to new unit.
5. Transport client in safe manner.
6. Transfer all medical records with client.
7. Introduce client to personnel in new unit.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of transferring client to new unit.

PRODUCT

Client is transferred to new unit.

PROCESS

All performance elements for transferring the client between units in the facility are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

UPDATE CLIENT DATA.

ACCURATE DATA BASE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client record
- Appropriate forms
- Assignment sheets
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Update client data.

PERFORMANCE CRITERIA

Client data is updated on an ongoing basis according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies as it is an ongoing activity.

PERFORMANCE ELEMENTS

1. Gather client data.
2. Record client data.
3. Identify changes to existing client data.
4. Report changes and unexpected findings.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of updating client data.

PRODUCT

Client data is updated.

PROCESS

All performance elements for updating client data are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

DISCHARGE CLIENT FROM FACILITY.

ACCURATE DATA BASE

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Discharge instructions
- Medications
- Client's belongings
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Discharge client from facility.

PERFORMANCE CRITERIA

Client is discharged from the facility according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies with client's ability and condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Review discharge instructions with client and/or significant other.
3. Discuss medications, procedures and equipment with client and/or significant others.
4. Verify client's valuables against list.
5. Collect/return client's belongings.
6. Obtain client and/or significant other's signature on release form.
7. Assist client to vehicle.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of discharging client from the facility.

PRODUCT

Client is discharged from the facility.

PROCESS

All performance elements for discharging the client from the facility are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT URINE SPECIMEN.

IL.03.HSS.NU.59

TEST MANAGEMENT

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Collect urine specimen from client for designated test.

PERFORMANCE CRITERIA

Urine sample is collected from client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on the type of test designated.

PERFORMANCE ELEMENTS

1. Determine type of test ordered (random analysis, clean catch or timed test).
2. Perform beginning tasks.
3. Obtain urine specimen from client, assisting as needed.
4. Label specimen as directed.
5. Store/transfer specimen.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of collecting urine specimen from client.

PRODUCT

Urine specimen is collected from client.

PROCESS

All performance elements for collecting urine specimen from client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT FECAL (STOOL) SPECIMEN.

IL.03.HSS.NU.60

TEST MANAGEMENT

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Collect stool (fecal) sample from client as directed.

PERFORMANCE CRITERIA

Stool (fecal) sample is collected from client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies according to client's condition.

PERFORMANCE ELEMENTS

1. Determine type of test ordered.
2. Perform beginning tasks.
3. Obtain fecal (stool) specimen from client, assisting as needed.
4. Label specimen as directed.
5. Store/transfer specimen.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of collecting stool specimen from client.

PRODUCT

Stool specimen is collected from client.

PROCESS

All performance elements for collecting a stool specimen from client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT SPUTUM SPECIMEN.

IL.03.HSS.NU.61

TEST MANAGEMENT

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Collect sputum specimen from client.

PERFORMANCE CRITERIA

Sputum specimen is collected according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Determine type of test ordered.
2. Perform beginning tasks.
3. Obtain sputum specimen from client, assisting as needed.
4. Label specimen as directed.
5. Store/transfer specimen.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of collecting sputum sample from client.

PRODUCT

Sputum specimen is collected from client.

PROCESS

All performance elements for collecting sputum specimen from client are critical. The steps of performance are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT WOUND DRAINAGE SPECIMEN.

IL.03.HSS.NU.62

TEST MANAGEMENT

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Required supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Collect wound drainage specimen from client.

PERFORMANCE CRITERIA

Wound drainage specimen is collected from client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client condition but should not exceed 10-15 minutes.

PERFORMANCE ELEMENTS

1. Determine type of test ordered.
2. Perform beginning tasks.
3. Obtain wound drainage specimen from client.
4. Label specimen as directed.
5. Store/transfer specimen.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of collecting a wound drainage specimen from client.

PRODUCT

Wound drainage specimen is collected from client.

PROCESS

All performance elements for collecting wound drainage specimen from client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Glucose testing supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Test client's blood glucose.

PERFORMANCE CRITERIA

Client's blood glucose is tested according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Perform control test to ensure accuracy of measure.
3. Obtain blood sample from client.
4. Determine blood glucose level.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of testing client blood glucose.

PRODUCT

Client's blood glucose is tested.

PROCESS

All performance elements for testing client's blood glucose are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PREPARE CLIENT FOR SURGERY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Pre-op checklist
Appropriate surgical forms
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Prepare client for surgery.

PERFORMANCE CRITERIA

Client is prepared for surgery according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition and type of surgery.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Complete preoperative checklist and/or appropriate surgical forms.
3. Assist client with personal care as needed.
4. Ensure safety/security of client's valuables.
5. Administer medications and treatments to client as ordered.
6. Determine location of family/significant other during time of operation.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of preparing client for surgery.

PRODUCT

Client is prepared for surgery.

PROCESS

All performance elements for preparing the client for surgery are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE POSTOPERATIVE CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Appropriate forms
- Required supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Provide postoperative care for client.

PERFORMANCE CRITERIA

Postoperative care is provided according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to perform skill varies based on client's condition and type of surgery performed.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Complete client assessment.
3. Implement actions designed to prevent complications.
4. Assess for evidence of complications.
5. Assess wound status.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing postoperative care for the client.

PRODUCT

Postoperative care is provided for the client.

PROCESS

All performance elements for providing postoperative care for the client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

INSERT NASOGASTRIC TUBE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Nasogastric tube
- Supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Insert nasogastric tube into client.

PERFORMANCE CRITERIA

Nasogastric tube is inserted into client according to client record and facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Place client in high Fowler's position with head flexed forward.
3. Determine length of tube to be inserted.
4. Place nasogatric tube in client.
5. Evaluate tube placement.
6. Secure tube in place.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of inserting nasogastric tube into client.

PRODUCT

Nasogastric tube is inserted into client and determined to be functional.

PROCESS

All performance elements for inserting a nasogastric tube into client are critical and must be performed in sequence.

APPLY TOPICAL HOT/COLD THERAPY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Hot/cold therapy supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Apply topical hot/cold therapy to client.

PERFORMANCE CRITERIA

Topical hot/cold therapy is applied to client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is 5 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Assess condition of client's skin prior to application.
3. Prepare topical hot or cold therapy for application.
4. Apply topical hot or cold therapy to client.
5. Instruct client and family/significant other about use of warm/cold devices.
6. Monitor client during treatment.
7. Remove therapy.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of applying hot/cold therapy to client.

PRODUCT

Hot/cold therapy is applied to client.

PROCESS

All performance elements for applying hot/cold therapy to the client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

CHANGE DRESSING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment for dressing change
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Change client's dressing.

PERFORMANCE CRITERIA

Client's dressing is changed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on size and location of wound.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Determine type of dressing (sterile or nonsterile) to be used.
3. Remove and discard soiled dressing.
4. Assess characteristics of client's wound.
5. Cleanse wound.
6. Apply new dressing to wound.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of changing client's dressing.

PRODUCT

Client's dressing is changed.

PROCESS

All performance elements for changing client's dressing are critical and must be performed in sequence.

MAINTAIN SELF-CONTAINED WOUND DRAINAGE APPARATUS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Maintain self-contained wound drainage apparatus.

PERFORMANCE CRITERIA

Self-contained drainage apparatus is maintained according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is five minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Inspect self-contained wound drainage apparatus.
3. Measure amount of drainage from apparatus.
4. Empty (discard) drainage according to facility policy and procedures.
5. Reestablish suction to maintain integrity of the system.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of maintenance on a self-contained drainage apparatus.

PRODUCT

Functioning of a self-contained wound drainage apparatus is maintained.

PROCESS

All performance elements for maintaining the functioning of a self-contained wound drainage apparatus are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

IRRIGATE WOUND.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Wound irrigation supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Irrigate client's wound.

PERFORMANCE CRITERIA

Wound is irrigated according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on size and location of wound but should not exceed 30 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Prepare materials and client's wound for irrigation.
3. Bring irrigation solution to room temperature.
4. Position client.
5. Complete wound irrigation.
6. Redress client's wound.
7. Dispose of materials.
8. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of irrigating client's wound.

PRODUCT

Client's wound is irrigated.

PROCESS

All performance elements for wound irrigation are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

REMOVE SUTURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Suture removal supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Remove sutures from client's wound.

PERFORMANCE CRITERIA

Sutures are removed from client's wound according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on type, quantity and location of sutures but should not exceed 15 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Observe wound characteristics.
3. Extract sutures from client's wound.
4. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of suture removal from client's wound.

PRODUCT

Sutures are removed from client's wound.

PROCESS

All performance elements for suture removal from client's wound are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ADMINISTER OXYGEN BY MASK AND BY CANNULA.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide oxygen to client by mask or cannula.

PERFORMANCE CRITERIA

Oxygen is administered to client according to client record and facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Administer oxygen to client by mask or cannula.
3. Assess client's response to oxygen.
4. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing oxygen to the client by mask or cannula.

PRODUCT

Oxygen is provided to the client.

PROCESS

All performance elements for providing oxygen to the client by mask and by cannula are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST CLIENT TO TURN, COUGH AND DEEP BREATHE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client to turn, cough and deep breathe.

PERFORMANCE CRITERIA

Client is assisted in turning, coughing and deep breathing according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Question client regarding need for pain control.
3. Position client for maximal benefit from procedure.
4. Use folded blanket and/or pillow to support client's incision if necessary.
5. Encourage client to clear airway.
6. Observe client's tolerance of procedure.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting the client to turn, cough and deep breathe.

PRODUCT

Client is assisted to turn, cough and deep breathe.

PROCESS

All performance elements for assisting with turning, coughing and deep breathing of client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM ORAL SUCTIONING.

TISSUE OXYGENATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Suction client's oral cavity.

PERFORMANCE CRITERIA

Client's oral cavity is suctioned according to client record and facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Position client in sitting position if possible.
3. Apply suction for 5-10 second periods.
4. Encourage client to deep breathe and cough between suctioning attempts.
5. Assess client's respiratory status following suctioning attempts.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of oral suctioning of client.

PRODUCT

Client's oral cavity is cleared of debris.

PROCESS

All performance elements for performing oral suctioning of client are critical and must be performed in sequence.

ASSIST WITH USE OF INCENTIVE SPIROMETRY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Incentive spirometry supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Assist client with use of incentive spirometry.

PERFORMANCE CRITERIA

Client is assisted with use of incentive spirometer according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Verify goals are correct for client.
3. Explain incentive spirometry to the client, family and/or caregiver.
4. Assess effectiveness for client following use of incentive spirometer.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of assisting client with use of incentive spirometer.

PRODUCT

Client uses the incentive spirometer in the prescribed manner.

PROCESS

All performance elements for assisting client with use of the incentive spirometer are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE TRACHEOSTOMY CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client with tracheostomy
Client record
Tracheostomy care supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Provide tracheostomy care for client.

PERFORMANCE CRITERIA

Tracheostomy care is provided for client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Follow principles of asepsis.
3. Suction tracheostomy as needed.
4. Clean tracheostomy and site.
5. Assess respiratory exchange following cleaning.
6. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of providing tracheostomy care for client.

PRODUCT

Tracheostomy care for client is provided.

PROCESS

All performance elements for providing tracheostomy care for client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

MEASURE OXYGEN SATURATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Personal protective equipment (PPE)
- Client
- Client record
- Oxygen saturation supplies and equipment
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Measure client's oxygen saturation with pulse oximeter.

PERFORMANCE CRITERIA

Client's oxygen saturation is measured with a pulse oximeter according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition but should not exceed 15 minutes.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Evaluate factors that could interfere with correct oxygen saturation reading.
3. Obtain client's oxygen saturation reading.
4. Compare client's reading with normal values.
5. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of measuring client's oxygen saturation.

PRODUCT

Client's oxygen saturation is measured with a pulse oximeter.

PROCESS

All performance elements for measuring client's oxygen saturation with the pulse oximeter are critical and must be performed in sequence.

CHANGE CENTRAL LINE DRESSING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Central line dressing supplies and equipment
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Change central line dressing.

PERFORMANCE CRITERIA

Central line dressing is changed according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill varies based on client's condition.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Follow principles of asepsis.
3. Remove dressing.
4. Assess central line insertion site.
5. Replace central line dressing.
6. Ensure catheter is positioned and secured.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe central line dressing change.

PRODUCT

Central line dressing is changed.

PROCESS

All performance elements for changing a central line dressing are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

CALCULATE IV DRIP RATE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client record
Demand to figure IV drip rate
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Calculate IV drip rate.

PERFORMANCE CRITERIA

The IV drip rate is calculated according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is five minutes.

PERFORMANCE ELEMENTS

1. Identify values needed to calculate IV drip rate.
2. Set up equation.
3. Determine IV drip rate.
4. Document IV drip rate.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of calculating IV drip rate.

PRODUCT

The IV drip rate is calculated.

PROCESS

All performance elements for calculating the IV drip rate are critical and must be performed in sequence.

CALCULATE DRUG DOSAGE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Client record
- Demand to figure drug dosage
- Beginning and completion tasks (Appendix A)
- Standard/transmission precautions
- Facility policy and procedures

WORK TO BE PERFORMED

Calculate drug dosage.

PERFORMANCE CRITERIA

Basic drug dosage is calculated according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time required to complete the skill is five minutes.

PERFORMANCE ELEMENTS

1. Identify values required to calculate drug dosage.
2. Set up equation.
3. Determine drug dosage.
4. Document drug dosage.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of calculating drug dosage.

PRODUCT

Basic drug dosage is accurately calculated.

PROCESS

All performance elements for figuring basic drug dosage are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Personal protective equipment (PPE)
Client
Client record
Complete medication order
Drug reference manual
Medication
Equipment for medication administration
Beginning and completion tasks (Appendix A)
Standard/transmission precautions
Facility policy and procedures

WORK TO BE PERFORMED

Administer medication to client.

PERFORMANCE CRITERIA

Medication is administered to client according to facility policy and procedures.

Skill is performed with 100% accuracy.

Time to administer medication varies based on client, dosage, type of medicine and method used to administer dosage.

PERFORMANCE ELEMENTS

1. Perform beginning tasks.
2. Check accuracy of client's medication order.
3. Identify expected client's response to medication.
4. Perform required prescriptive actions for drug administration.
5. Provide client with medication observing the five "rights" of medication administration (right drug, right dose, right time, right route and right client).
6. Report any untoward happenings with medication administration.
7. Perform completion tasks.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of administering medication to client.

PRODUCT

Medication is administered to client.

PROCESS

All performance elements for administering medication to client are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

BEGINNING TASKS	Review record/assignment Wash hands Assemble supplies and equipment appropriate to task Knock & pause before entering client's room Report untoward findings Introduce self & verify client identification Ask visitors to leave client's room, if necessary Provide for privacy of client Provide for safety of client Explain procedure & answer questions Let client assist as much as possible Raise bed to working height Use Standard/transmission precautions
COMPLETION TASKS	Position client comfortably. Ensure client is clean and comfortable Return bed to lowest position Place signal cord, phone and water within client's reach Perform general safety check of client and environment Open privacy curtains/screens Remove/discard protective equipment Clean and/or care for equipment Wash hands Report completion of task Let visitors reenter client's room Document action taken & observations made Identify changes to existing client data Report changes and unexpected findings Use Standard/transmission precautions

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance, etc.), process or procedure requirements (e.g., safety, standard professional procedures, etc.) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.

Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	Statement that specifies the knowledge and competencies required to perform successfully in the workplace.
Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (e.g., IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

Margaret Blackshere	AFL-CIO
Judith Hale	Hale Associates
Terry Hoyland	Caterpillar University Caterpillar, Inc.
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Gene Rupnik	Hospitality Industry
Jim Schultz	Illinois Retail Merchants Association Walgreen Company

APPENDIX D

HEALTH AND SOCIAL SERVICES SUBCOUNCIL

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Peter Paulson, D.D.S.	Past President, Illinois State Dental Society
Creighton J. Petkovich	United Samaritans Medical Center
Jane B. Pond, L.P.N.	President, Licensed Practical Nurses Association of Illinois
Barbara Sullivan	Executive Director VNA Central Illinois
Dr. Walter Zinn	Optometrist
Kathryn Torricelli, RN BSN	State Liaison (Retired) Illinois State Board of Education

APPENDIX E

NURSING CLUSTER STANDARDS DEVELOPMENT COMMITTEE

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Christie Coverdill, RN	Trinity Medical Center
Lynn Doetzel, LPN	St. John's Hospital
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Holly Janssen, RN , MSN	South Suburban College
Lisa Klaustermeier, RN, MSN	Anderson Hospital
Susie Madison, RN, BSN	Harold Washington College
Valerie Moore, RN	Illinois Central College
Barbara Nation, RN, BA	Illinois Department of Human Services
Doris Nay, MA, RN	Northwestern Memorial Hospital
Monica Peregrin, RN	Divernon, IL
Jane Pond, LPN	Illinois Licensed Practical Nurse Association
Katie Rawlings, LPN	Department of Veteran's Affairs Medical Center
Betty Ring, RN	St. John's Hospital

Tracy Sadler, CNA	Department of Veteran's Affairs Medical Center
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Susan Zappa, RN, BSN	Office of Inspector General
Mary Mulcahy, RN, Ed.D.	Product Developer Southern Illinois University School of Nursing
Kathryn Torricelli, RN BSN	State Liaison (Retired) Illinois State Board of Education

A. Developing an Employment Plan	1. Match interests to employment area. 2. Match aptitudes to employment area. 3. Identify short-term work goals. 4. Match attitudes to job area. 5. Match personality type to job area. 6. Match physical capabilities to job area. 7. Identify career information from counseling sources. 8. Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1. Locate employment opportunities. 2. Identify job requirements. 3. Locate resources for finding employment. 4. Prepare a resume. 5. Prepare for job interview. 6. Identify conditions for employment. 7. Evaluate job opportunities. 8. Identify steps in applying for a job. 9. Write job application letter. 10. Write interview follow-up letter. 11. Complete job application form. 12. Identify attire for job interview.
C. Accepting Employment	1. Apply for social security number. 2. Complete state and federal tax forms. 3. Accept or reject employment offer. 4. Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1. Communicate orally with others. 2. Use telephone etiquette. 3. Interpret the use of body language. 4. Prepare written communication. 5. Follow written directions. 6. Ask questions about tasks.
E. Interpreting the Economics of Work	1. Identify the role of business in the economic system. 2. Describe responsibilities of employee. 3. Describe responsibilities of employer or management. 4. Investigate opportunities and options for business ownership. 5. Assess entrepreneurship skills.
F. Maintaining Professionalism	1. Participate in employment orientation. 2. Assess business image, products and/or services. 3. Identify positive behavior. 4. Identify company dress and appearance standards. 5. Participate in meetings in a positive and constructive manner. 6. Identify work-related terminology. 7. Identify how to treat people with respect.

G. Adapting to and Coping with Change	1. Identify elements of job transition. 2. Formulate a transition plan. 3. Identify implementation procedures for a transition plan. 4. Evaluate the transition plan. 5. Exhibit ability to handle stress. 6. Recognize need to change or quit a job. 7. Write a letter of resignation.
H. Solving Problems and Critical Thinking	1. Identify the problem. 2. Clarify purposes and goals. 3. Identify solutions to a problem and their impact. 4. Employ reasoning skills. 5. Evaluate options. 6. Set priorities. 7. Select and implement a solution to a problem. 8. Evaluate results of implemented option. 9. Organize workloads. 10. Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1. Identify safety and health rules/procedures. 2. Demonstrate the knowledge of equipment in the workplace. 3. Identify conservation and environmental practices and policies. 4. Act during emergencies. 5. Maintain work area. 6. Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1. Identify established rules, regulations and policies. 2. Practice cost effectiveness. 3. Practice time management. 4. Assume responsibility for decisions and actions. 5. Exhibit pride. 6. Display initiative. 7. Display assertiveness. 8. Demonstrate a willingness to learn. 9. Identify the value of maintaining regular attendance. 10. Apply ethical reasoning.
K. Demonstrating Technological Literacy	1. Demonstrate basic keyboarding skills. 2. Demonstrate basic knowledge of computing. 3. Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1. Value individual diversity. 2. Respond to praise or criticism. 3. Provide constructive praise or criticism. 4. Channel and control emotional reactions. 5. Resolve conflicts. 6. Display a positive attitude. 7. Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1. Identify style of leadership used in teamwork. 2. Match team member skills and group activity. 3. Work with team members. 4. Complete a team task. 5. Evaluate outcomes.

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